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|  | | **VCE ENGLISH Year 11**  **Unit 2 Outcome 1 Reading and Comparing SAC 1 – Comparative Essay** | | | | | |
|  | | **Name:** | | | | | |
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| ***Unit 2***  ***Outcome 1***  ***Produce a detailed comparison which analyses how two selected texts present ideas, issues and themes*** |  | | **DESCRIPTOR: typical performance in each range** | | | | |
| **Ungraded**  **<12** | | **Very low**  **12-14** | **Low**  **15-17** | **Medium**  **18-23** | **High**  **24-26** | **Very high**  **27-30** |
| Little to no understanding of the texts and how they convey ideas, issues and themes from different perspectives. | | Limited understanding of the texts and how they convey ideas, issues and themes from different perspectives. | Some understanding of the texts and how they convey ideas, issues and themes from different perspectives. Identification of some connections between the texts. | Satisfactory understanding of the texts and how they convey ideas, issues and themes from different perspectives. Identification of relevant connections and areas for comparison. | Thorough understanding of the texts and how they convey ideas, issues and themes from different perspectives. Identification of meaningful connections and areas for comparison. | Sophisticated understanding of the texts and how they convey ideas, issues and themes from different perspectives. Identification of highly significant connections and areas for comparison. |
| Little to no understanding of the ideas, issues and themes in both texts through little to no attempt at analysis of the similarities and/or differences. Little to no reference to the text. | | Limited understanding of the ideas, issues and themes in both texts through some attempts at analysis of the similarities and/or differences. Limited reference to the text. | Comparison that presents some understanding of the ideas, issues and themes in both texts through broad analysis of the similarities and/or differences. Some use of textual evidence to support the comparison. | Clear and appropriate comparison that presents an understanding of the ideas, issues and themes in both texts through close analysis of the similarities and/or differences. Suitable use of textual evidence to support the comparative analysis. | Thoughtful and effective comparison that presents a detailed understanding of the ideas, issues and themes in both texts through close analysis of the similarities and/or differences. Careful use of textual evidence to support the comparative analysis. | Sustained and insightful comparison that presents an enriched understanding of the ideas, issues and themes in both texts through complex analysis of the similarities and/or differences. Considered use of textual evidence to support the comparative analysis. |
| Little to no control of the features of comparative analysis. | | Limited control of the features of comparative analysis. | Some control of the features of comparative analysis, including the use of structure, conventions and language, including the use of metalanguage. | Sound control of the features of comparative analysis, including the appropriate use of structure, conventions and language, including the use of relevant metalanguage. | Careful control of the features of comparative analysis, including the careful use of structure, conventions and language, including the use of relevant metalanguage | Skilful control of the features of comparative analysis, including the highly proficient use of structure, conventions and language, including the use of relevant metalanguage |
| Written language that shows little to no control of spelling, punctuation and syntax of Standard Australian English | | Written language that shows limited control of spelling, punctuation and syntax of Standard Australian English. | Mostly clear written language that employs some conventions of spelling, punctuation and syntax of Standard Australian English. | Generally fluent and coherent written language that employs the appropriate use of spelling, punctuation and syntax of Standard Australian English. | Expressive, fluent and coherent written language that employs the appropriate and accurate use of spelling, punctuation and syntax of Standard Australian English. | Highly expressive, fluent and coherent written language that employs the skilful and accurate use of spelling, punctuation and syntax of Standard Australian English. |

Comments and suggestions: